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REPORT OF THE PROCEEDINGS OF THE LATIN AND
GREEK CONFERENCE, HELD AT ANN ARBOR,
MICH., APRIL 2, 1897

THE Latin and Greek conference, held in conjunction with the spring meeting of the Michigan Schoolmasters' Club, awakened the keen and active interest of the classical teachers and students, not only of Michigan but as well of adjacent states, and the fullest credit must be given the classical department of the University of Michigan for the stimulus and inspiration which this and the preceding classical conference have given to the teachers of Latin and Greek in Michigan and elsewhere. These conferences are stimulating the scholarship, improving the methods and dignifying the callings of the teachers of the classics in our secondary schools, and their influence both for the appreciation and enrichment of classical study and teaching is hardly to be overestimated.

The morning session of the conference was held in Room 24 of the university building and was presided over by Professor Kelsey.

The session was devoted to a consideration of the aim and character of the first year's work in Latin and was opened with a paper by Miss L. M. Shaw, of Bay City. After a brief introduction designed to bring out the larger and truer meaning of the word "practical" as bearing upon "practical" studies, Miss Shaw goes on to say :

This paper, fortunately, begins at that point where the *Q. E. D.* as to the practical value of classical studies has been uttered. If it is true, then—to quote from a writer in the February number of the *Atlantic*—that "classical literature at its best does not tend to induce in us a certain state of the feelings, much less a certain state of the nerves ; it appeals rather to our higher reason and imagination—to those faculties which afford us an avenue of escape from ourselves and enable us to become participants in the universal

life," it follows that a goodly number should be persuaded to enter upon such study.

Now the entrance door is in the ninth grade, the first high-school grade, and what the vestibule shall offer of interest and profit has much to do with the desire to open the doors into the splendid rooms beyond. In approaching the work of the first year, the previous environment and training must be taken into consideration. There is, as we all know, a vast gulf set between the eighth and ninth grades. Up to the high school there has been the constant supervision of the teacher, both in recitations and study hours; now the pupil is, to a great extent, left to his own devices. The wonder is that so often the new responsibilities are met so well. The nature of the work is also different. Attainment is as pleasing to the child as to the man; discouragement has an uplifting influence on only a few rare souls. The lessons, then, must be simple enough to be thoroughly grasped by these immature minds, but difficult enough to stimulate to fresh effort; in short, the golden mean between work which enervates the energies by its luxurious ease and work which paralyzes them by its excessive rigor.

The study of beginning Latin, properly presented, is peculiarly adapted to meet the emergencies of the first year of the high-school course. The memory is not taxed now, as it would be later, by the learning of the paradigms and the storing up of a vocabulary; while the developing judgment and critical powers are strengthened just enough by the observation and comparison required in order to do the elementary work well.

And now what should this elementary work be?

When the first year draws to a close, there should have been acquired a good working vocabulary, an accurate knowledge of the etymology and the general principles of the syntax, a reasonable facility in putting simple English into simple, idiomatic Latin, and some appreciation of Latin life, customs, and events. This latter knowledge will go far towards maintaining interest and stimulating the imaginative faculty.

In the Latin schools of Boston the requirements two years ago — and it is not known that a change has been made since — were as follows: "(1) Regular forms, with simple exercises illustrating their use. (2) *a.* Oral and written translation of easy Latin into English. *b.* Unprepared translation of easy Latin with the help of the teacher. (3) *a.* Reading aloud, copying, and writing from dictation Latin simple in construction and composed of words familiar to the pupils. *b.* Simple oral and written translation of English into Latin." "Beginners," it is also recommended, "should hear much easy Latin read and translated and should read aloud the same or similar passages and translate them into English so that Latin words, the changes in their forms, and the force of these changes may become familiar. A few Latin words should be added each day to the vocabulary of the pupils."

It may be argued that their work covers six years, while ours must be

compressed into four. "'Tis true, 'tis pity ; pity 'tis, 'tis true,'"so far as we are concerned. In some schools the beginning Latin has been transferred to the eighth grade, and in time this may become more generally advisable. Doubtless this method of gaining time would enrich the grammar school, lessen the gap between it and the high school, and help to solve an economic problem. Meantime, the temptation to crowd and do much work at the expense of good work must be guarded against.

Just at this point a word might be said about the text-book — a word scarcely necessary if the beginning work were not so often in the hands of young and inexperienced teachers. The books, as a rule, have held too much. The teacher, conscientious and enthusiastic, sees that everything is done thoroughly at first ; but as the weeks glide by, she begins to have a morbid consciousness that matters are not so satisfactory as they were. If the books were made smaller, the condensation would be all along the line. There seems to be now a tendency in the right direction as regards this matter. Several apparently practical books have appeared. It is hoped that the discussion to follow will reveal what ones have stood the actual test.

The present beginning Cæsar class of the Bay City school, a class that is a constant source of delight to its present teacher, was prepared for her by another teacher in a way somewhat similar to that of the schools already referred to. The reading, however, was done in the *Bellum Helveticum*, since that is the text-book in use. English sentences, taken from Jones' *First Latin Lessons*, were turned into Latin, and there was a great amount of drill work in etymology and ordinary syntax. Short, simple stories, breathing an atmosphere of Greece and Rome, might be substituted for the *Bellum Helveticum*. They would be valuable in that they would appeal to a variety of tastes ; would not compel the learner, engaged in comprehending the machinery of the language, to disentangle too often the threads of the narrative ; and would offer a more comprehensive view of the life, character, and customs of the Latin and kindred peoples.

But quality should never be subservient to quantity. *Multum in parvo* is a much better motto than *parvum in multo*, and produces far better results. Accuracy and thoroughness in the etymology and ordinary syntax should be insisted upon in the first year, not to make grammatical pedants but to serve as a wise means to a good end — that end, an appreciative love for a noble literature.

Happy are the young learners who, having done their work thus in the first year, are better able, because untrammelled by meager knowledge of what should be as familiar to them as is the English alphabet, to approach, with some idea of its literary worth, their first Latin masterpiece. As the years wear away may the teaching be so wise from first to last that there shall be a steadily increasing number of those who shall come to understand the deeper meaning and philosophy of the classics, and to see that the study of the humanities is

not altogether foreign to the study of humanity in relation to its achievements, its problems, and its needs. "Ceteros pudeat, si qui ita se litteris abdidere, ut nihil possint ex iis neque ad communem adferre fructum neque in aspectum lucemque proferre," said Cicero.

Professor B. L. D'Ooge, of the Michigan State Normal School, opened the discussion as follows:

MR. CHAIRMAN, LADIES AND GENTLEMEN:

I am sure we have all listened to the paper with approval. Certainly no subject could be suggested more vitally connected with the success of our whole Latin course than this. In all educational questions there are two prime factors to be considered, the subject taught and the teacher. What methods are to be employed in the teaching of first year Latin depends upon the view we take of the subject. Is it to be pursued merely for its disciplinary value or is its aim to open to the student the door to Roman literature, that he may gain access to the best thought and life of ancient Rome? The former view of the subject will lead us to the old time methods of formal culture, where grammar and syntax sit enthroned and where a rule is valuable in proportion to the difficulty and the number of its exceptions. If the latter be the aim, then we are to lead the pupil by the shortest and quickest way to a reading knowledge of the language, and everything is to be bent to the securing of that end, and grammar and syntax are of value only so far as they assist in accomplishing the desired result. The old teaching of Latin has given place to the new, and we are all, nominally at least, making by the shortest route for the Elysian fields of Latin literature. I question, however, whether we have yet laid aside the old and put on the new as fully as we think we have, and whether we are not still exalting the study of syntax with beginners beyond what is wise or pedagogically sound. We are in a transition period as to books and methods. I have made something of a study of this matter by an examination of the books and methods used in other countries and especially of those used by the *sexta* and *quinta*, the two lowest classes in German schools. To be sure, they have more time than we, but they spend nearly two years with scarcely any formal study of syntax, and they spend more than a year before taking up formally a single subjunctive construction. During the first two years the work consists of a thorough mastery of the paradigms, and of a very large amount of translating, sight reading, and writing of the simplest Latin. All this is done with no formal attempt to teach syntax, which is taken up in *quarta* and *unter tertia*, the third and fourth years, largely by the inductive study of what has been read during the first two years. Our curriculum does not permit of our following this method in full, but the comparison suggests that we make too much of syntax and not enough of form study and the building of vocabulary. A student who knows his forms and has a good vocabulary will find little difficulty in translating

ordinary Latin, especially if he has read enough to make him fairly familiar with Roman sentence structure. He will have far less trouble than the one who has neglected these for the study of syntax. What is more, the German method is pedagogically sound. Children memorize easily. They master forms and vocabularies without any trouble as they never can again. On the other hand the abstract relations of the parts of speech are none too easy for the adult mind. Some of our best books are publishing lists of words related by root or by some other association. We should have more of these and students should begin systematic memorizing of such lists from the very outset. With these vocabularies is used an abundance of easy reading and writing. Our exercises both for translation and writing are too short, too few, and too hard. I believe that a book for beginners that should carry out these ideas, adapting them to our conditions and time limitations would be very cordially welcomed.

I said at the outset that the second prime factor in every educational question was the teacher. I wish to touch on this in conclusion. Students in our normal schools who have had perhaps three or four years of Latin, come to me often with the question "Don't you think I could teach at least one or two years of Latin?" To all such I give an emphatic negative reply. The longer I teach, the more important these first years become to my mind, and the greater seems the knowledge and skill necessary to teach them properly. The best preparation and the strongest teacher are none too good for the first year of Latin. A proper understanding of the relative value of one point as compared with another, a fine sense of perspective that gives everything its proper emphasis, the knowing of what not to say as well as of what to say, the best method of presentation for each difficult point, all these come only by long experience and thorough preparation, and all of these are demanded in a supreme degree from the teacher of first year Latin.

The discussion was continued by Principal E. V. Robinson, of Muskegon, Mich.

What I shall say on this subject merely reflects my present opinion. Having been converted several times already, I am ready to be converted again whenever a better way is discovered. It is needless, therefore, to add that I do not mean to assert anything dogmatically.

When I first taught Latin, I thought it necessary to teach the whole of Jones. But experience has convinced me that at least twenty lessons should be omitted, the time thus gained being devoted to oral work, the reading of easy Latin, etc. I would omit a few of the uncommon uses of the cases, together with the whole subject of finite moods in subordinate clauses. What remains should be taught with merciless thoroughness.

This applies particularly to *forms*. A pupil who knows his forms and no syntax to speak of, is in much better condition for second year work than one

who has attempted so much that he is sure of nothing. I believe time devoted to the syntax of subordinate clauses, during the first year, to be worse than wasted.

Vocabularies should be learned in the form of model sentences. The learning of isolated, unrelated words is like lifting a dead weight ; it can be done, but it is a great waste of time and strength. The memorizing of selections in Latin, preferably poetry, should continue throughout the entire course. What is thus memorized is assimilated and becomes as it were an integral part of the pupil himself : a result which no amount of mere translating will attain. Other methods tending to the same end are sight reading and impromptu composition, the pupil being required to translate back into Latin what he has just read, with certain specified changes in tense, mode, voice, etc. Translation from and into Latin by ear instead of by eye is also a profitable exercise.

I must confess, however, that in my opinion we shall never succeed in making our pupils feel, as German gymnasia students do, that Latin is their second mother tongue, until we adopt the German method of doing it—that is, until we begin Latin at least two years earlier than at present, and teach it from the beginning as a spoken as well as a written language. If this reform is to be made, it must begin, like most educational reforms, with the teachers. So long as Latin remains, as it is to most of us in America, emphatically a dead language, our pupils cannot be blamed if they occasionally wish it had never been resurrected.

The next speaker was Professor Francis W. Kelsey.

Professor Kelsey laid emphasis on the importance of the work of the first year in Latin. Unless this is well done, errors become fixed that can never be eradicated and wrong points of view may more easily be acquired than at a later stage. If there is any difference at all in the quality of the teacher's work, his very best efforts should be put forth in training beginners. The speaker favored a free use of simple sentences in the first year, with abundant colloquial exercise ; as soon as possible students should be led to construct simple paragraphs, using sentences that have some relation with one another rather than isolated sentences. Especial pains should be taken to insure the greatest possible accuracy in all class-room work ; so far as possible the student should be allowed to see and hear only that which is correct.

He said also that the first year Latin should be made interesting ; that a properly equipped teacher can hardly fail to inspire a class with a feeling of devotion to the study. Only that teacher is "properly equipped" who has a first-hand knowledge of the Latin literature sufficient to enable him to speak intelligently of the various authors and their works, and a mastery of the language such as to make it easy for him to use Latin words, phrases, and sentences freely and accurately in giving instruction ; who has

such a knowledge also of the history, art, and public and private life of the Greeks and Romans that every passage of an author will suggest to him something that gives insight into the civilization for which he stands as an interpreter.

The greater portion of the afternoon was given to the reading and discussion of a paper on "Greek in Secondary Schools," prepared by Professor Hamilton King, Principal of the preparatory department of Olivet College.

Professor King prefaced his remarks by stating that the following letter had been sent out to over one hundred leading teachers of Greek. These teachers represent both the higher institutions of learning and the secondary schools of sixteen states.

GREEK IN SECONDARY SCHOOLS.

DEAR SIR: In preparing students in the subject of Greek for entrance to the colleges and universities of our country, teachers recognize several ends direct and indirect toward which they work.

Among these may be named:

- (1) General culture.
- (2) Mental discipline.
- (3) Ability to read Greek readily, *i. e.*, Greek that has not been seen before.
- (4) Elegance of translation.
- (5) Ability to write Greek.
- (6) Acquaintance with the literature.
- (7) Introduction to the study of language in general.

The work we are considering is preëminently *to prepare* students for the further study of the same general subject in the higher institutions. This higher study will naturally have for its object some of the ends named above. Taking these facts into consideration, together with the development of the pupils in the preparatory schools, will you give me your opinion on the following questions?

(1) Which of the above named ought to be the *immediate* object of the study of Greek in our schools that prepare for college and university courses in Greek?

(2) To what extent should the following points be emphasized in this training?

- (a) Syntax.
- (b) Forms.
- (c) Vocabularies.

- (d) Reading at sight.
- (e) Translation.
- (f) Geography and history.

I wish to prepare a paper on "Greek in our Secondary Schools," and have taken this way to give it a practical turn. Please express yourself as briefly or as fully as you may wish upon any of the points named, or upon any other features of the question that may be of interest to you. I desire especially that you give your judgment on what *ought* to be done, without reference to what is now being done.

Most cordially,
HAMILTON KING

OLIVET COLLEGE, PREPARATORY DEPARTMENT,
Olivet, Mich., February 21, 1896.

Forty-one replies were received.

To the question, "What ought to be the *immediate* object of the study of Greek in our schools that prepare for college and university courses in Greek?"

Thirty-one said: "Ability to read Greek readily, *i. e.*, Greek that has not been seen before."

Five said: "General culture or mental discipline, or both."

Two said: "Elegance of translation."

Two, without specifying the object, would emphasize drill on *forms*, *common syntax*, and *vocabularies*.

Thus it is seen that three-fourths of the replies were a unit on the *immediate* object to be sought, while the other one-quarter was divided into at east three groups.

In the answers to the question, "What points should be emphasized in the training?" the following appears:

- (a) All agree that thorough drill in *forms* should take first place.
- (b) With perhaps but six exceptions the feeling obtains that *syntax* must be carefully taught as an aid to the reading, but that too much attention has been given to it in the past. Syntax deserves attention in the secondary schools, not as a study, but as a means to the end in view.
- (c) Thirty of the forty-one would give vocabularies special attention outside of the drill on the words as they are found in the reading lessons.
- (d) Twenty-nine recognize sight reading or sight translation as valuable. The amount advised varies from every day during the course to the last part of the last year of the course.
- (e) Writing Greek in simple sentences is recognized as one of the best *means*, not an end, for training in forms and syntax.
- (a) There comes a call in some of the strongest letters that the work of the first three years be confined to Attic Greek.
- (b) With this comes a call for easier reading books.

(c) Emphasis is laid upon the pronunciation of the language with an eye to the sense.

The composite mental picture which these letters gives is this: In return for two years of faithful work we ought to give to the student of Greek in our secondary schools "Ability to read simple prose Greek and to understand it *as* he reads." "This should be accomplished by (1) emphasizing *drill* on forms, (2) the common principles of syntax, (3) vocabularies, (4) writing simple Greek, (5) reading and translating at sight, (6) together with critical study of the text at all times in review translations."

Now these letters are either the honest expression of the authors, or, believing something else, the authors have given expression to what they feel they *ought* to believe.

The students of Greek in our schools are as hard workers as we have. We are not dealing justly with these young people if for two years of such labor as they give to us we give them in return merely the ability to *re-translate* three, four, or even five books of an author which they have already translated, and the ability to *re-write* into Greek some twenty or forty lessons, if you please, of English sentences which they have already written out. Yet how many of us are giving our boys any more *power* in the Greek language today?

If we are not giving them any more we are not doing what we seem to have agreed that we ought to be doing; what we seem to have agreed that we are able to do.

Why is this so?

1. We are not letting go the old methods while trying to adopt the new; this, too, when the object is often clearly defined in the teacher's mind. Hence, crowding both, we are spoiling both.

In the past the study of the Greek language has been made the pack-horse to carry all the baggage that should have been distributed among the other studies. Mental discipline, general culture, ancient history, technical grammar, mythology, elegance of English translation, all these have been bundled upon the Greek two-year-old. The studies of German and French, and English and science, and history and geography, as they are today studied, are eminently fitted and perfectly willing to bear their portion of these burdens. It is ours to let them do their part.

There is no teacher of the German language who does not believe there is mental discipline in it. There is no teacher of the German language who teaches the German for the mental discipline there is in it. There is general culture in the study of history. But let the teacher teach the history and the culture will come with the teaching. No man believes in the study of technical grammar more than I do; but the technicalities of human speech to be studied must be examined through a clearer medium than that of preparatory Greek. English is now given the entire attention of a department. Why should Greek continue to do for it the work which it now professes to do for itself?

When we study the German language, we study it for the distinctive benefits that language has for us. When we teach the Greek language, should we not teach it for the distinctive benefits that language has for our student? Yet I confess the past has such a hold upon me that I find myself crowding out the study of the language that I may bring in history, mythology, and grammar, and that I may talk about the culture of the Greeks. I don't find these temptations as I teach other things. How long would "idiomatic English translation" continue to be the aim of a class beginning German?

The letters show that we are trying to do too much. Let us be willing to be very simple in our work with beginners in this subject, and thus show our greater wisdom.

To give due emphasis to the direct aim of the work, we must learn to emphasize less those things which perhaps after all are best attained indirectly.

2. Again, the letters reveal a great confusion in the use of terms. Especially is this true in the use of the terms reading and sight reading, translation and sight translation.

This confusion may be very natural to us who in college never knew these terms as they are now used. The distinction is quite clearly set down on page 83 of "The Report of the Committee of Ten." If we can come to a common agreement in the use of these terms we have removed at least one of the difficulties in the way of attaining our end.

Drill in *forms* cannot be emphasized too much!

To this end some use may be made of the simplest elements of comparative philology to great advantage. Change of sounds, forms of inflection, roots, stems, suffixes, and prefixes become of vital interest to a boy who has learned to combine them into wholes. Arouse a lively interest in *forms* by such processes of analysis and synthesis. Hold the intelligent attention of the student by these processes till the *forms* are fixed. The relation of the relative pronoun to the case endings, the relation of the personal pronoun to the personal endings, the force of the augment, the reduplication and such, never need let this part of the work become dry.

Write simple Greek under the eye of the teacher.

Translate simple new Greek under the eye of the teacher.

Drill on forms found in prepared text work.

Translate Greek given orally by the teacher.

The methods suggested for acquiring vocabularies are equally varied:

Aside from drill on the words recurring in the text-lists, first it is necessary to learn some words before grouping.

Comparing and grouping words—Here care must be taken to lead by interest rather than to obstruct by problems for solution. Cultivate keen observation of similarities and differences.

Meaning of terminations means new symbols.

Choose root words for lists.

Principal parts of common verbs mean the multiplying of symbols.

English derivatives.

Of words occurring in the text commit to memory those of new roots before they are met in the text, and let the context give the meaning to the new words of known roots.

Let it never be forgotten that in an inflected language the mastery of *forms* is a large step toward the mastery of the vocabulary.

The vocabulary that enables the English-speaking child to read a sentence at sight is gained in the home, on the playground and in the class room. The vocabulary that enables the student of a foreign modern language to read a sentence at sight is gained in the table talks, class room conversations, and lexicon. But in the study of a language such as the Greek, which is neither spoken in the class room or home, nor met in the ordinary walks of life, word lists, grouping of words, roots, terminations, and talks about words must be resorted to by the teacher to give to the student the power that will enable him to come up to a new sentence with the assurance that conquers.

Practice reading the Greek in the original by ear and mouth as well as by eye; and let the teacher determine by the inflection whether the student has the sense.

The science of teaching says, give the student the forms, the sound, and the meaning of the words, and then give him reading matter fitted to his development on which to practice. In the modern languages, and now in the Latin, great care is exercised to grade the books for the development of the student. There is a demand for such books in the Greek courses of our secondary schools. It is a fair question to ask, however, whether we are using what we have.

Tradition says, it is unscholarly to use easy books prepared for such a purpose. But is this more unscholarly than it is to put the child of the second-reader grade in English into such a book as Green's *History of England*, or a child of the first-lesson grade in Greek into Xenophon's *Anabasis*? But the college men demand the traditional number of pages and chapters. Yes, and were we specialists we should demand the same. It is ours to do our duty, and to rely on the larger results to gain the coöperation of those above us. Let us be willing to be called less scholarly that we may prove our work more valuable.

The general consensus of opinion gleaned from these letters seems to be this:

(a) We are holding the study of Greek in secondary schools responsible for too many things.

(b) The time has gone by when we need to take up any study for merely the discipline there is in it.

(c) Elegance of English translation must always come through the perfect knowledge of the idioms of the original language, by constantly comparing the idioms, the similarities, and dissimilarities of the two languages.

(d) The best way to get this perfect knowledge of the Greek is through an acquaintance with the Greek literature.

(e) The best way to gain this acquaintance with the Greek literature is by learning to read the Greek language.

(f) The best way to learn to read the Greek language is to study it as we study any other language; make everything contribute to this one end: Read Greek! Read Greek!! Read Greek!!!

If our text-books are not just what we could wish, let us make better use of what we have, pray for better ones, and then help answer our own prayers by making the study of Greek so popular that there will be sale for such books when they are made.

If we need more time for the study of Greek in our schools, let us prove ourselves faithful over the few things that have been given us. Then we may expect to be made rulers over many things; not until then.

My own opinion is that we, the teachers of Greek, have received from the public all that we deserve in return for the results we have given that public. I believe we are on the threshold of larger things. And the review of these letters that have come to me from all over our country seems to show that that belief is well founded.

HAMILTON KING

OLIVET, MICH.

Professor F. S. Goodrich, of Albion College, in discussing Professor King's paper said:

The replies received by Professor King show considerable unanimity of opinion with regard to the aim of elementary Greek study. Most of them say that the immediate object should be the development of the ability to read Greek readily at sight. One of the strongest objections to the study of the classics is the claim that students do not learn to read the language. In English studies the ability to read English must precede gains in other directions. If mental development is the immediate object of elementary Greek study, then the more of syntax and forms the better. If reading at sight is the aim, some of this must be omitted in a two-years' course. In acquiring the ability to read, the other desirable results will be incidentally obtained, but their fullest development belongs to college work. The student does not study grammar for the sake of the grammar, but for the sake of the literature to which the grammar is an "open sesame."

More time is needed. This can be secured only by removing some of the studies which overburden the classical course. All the courses have brought their offerings into it. Less English should be required in the clas-

sical than in other courses. If we allow other men to say what the features of their courses shall be, classical teachers should be granted the privilege of some authority with reference to what shall constitute a classical course. The essential characteristics of any course should be retained, whatever else is omitted.

I should not compel everyone to take Greek, but I feel with regard to it as the Committee of Twelve do about Latin, that those who do take it should be allowed time enough to secure the best results. Moreover, as Vice Chancellor Hyde says: "The best preparation for modern life is a perfect apprehension of the Greek thought and the Greek literature. Next to more grace we need more Greek."

Most of the replies recommended thorough drill in forms, sight reading, vocabulary drills, oral and written prose composition. These are all points worthy of attention, but one thing ought to be said concerning the teacher himself. His method may be perfection, but unless he has the Greek soul, unless the old Greek fire burns in his bosom, he will not attain very great results. He must not stand on the defensive, and apologize for the classical course. He must fully realize President Thwing's words: "One of the most valuable kinds of training the college can give is linguistic. The college is not filling the mind with useless knowledge in requiring students to learn these, not dead, but living languages;" and Professor Woodrow Wilson's words: "What you cannot find a substitute for is the classics as literature."

The rest of the session was given to the reading of papers of a more technical character. The first was by Professor S. J. Axtell, of Kalamazoo College, on "The Uses of the Participle in Greek as presented in the Grammars." The following is an abstract:

The treatment of the participle in the Hadley-Allen and Goodwin grammars is unsatisfactory. The subject itself is difficult, and the facts do not readily yield to analysis and clear-cut classification. One desideratum is a good definition. Hadley-Allen gives the following under the head of "The Infinitive:" "The infinitive and the participle are verbal nouns—a substantive and an adjective. But they are unlike other nouns derived from verbs, being more nearly related in form and construction to the finite verb." This is faulty because it unites the two under one definition when their importance demands separate treatment, and because it supposes that the learner knows that in origin noun and adjective are one and the same. Goodwin says: "The participle is a verbal adjective and has three uses." The importance of the subject calls for a fuller statement, one similar to the definition in the Century Dictionary: "A word having the value of an adjective as a part of speech, but so regularly made from a verb and associated with it in meaning and construction as to seem to belong to the verb."

If a participle is a verbal adjective, may not its syntax be presented on the lines of an adjective? Hadley-Allen partly follows this method, Goodwin does not. Experience shows that the syntactical relation of participle with substantive needs to be strongly impressed on the student. Grammars, therefore, should clearly present that relation.

The statements of the grammars in regard to the participle as an attributive, and as a virtual substantive, call for no criticism.

Adjectives are predicated of substantives by the participle of *εἶμι*; but participles predicate themselves. Every participle not clearly attributive is a predicate, and expresses what may be termed a secondary predication bearing various relations to the primary predication of the finite verb. Hadley-Allen recognizes all participles not attributive as predicate, Goodwin fails to do so. Both divide non-attributives into circumstantial and supplementary. They do not agree, however, in their subdivisions.

Attention is called to the statements in regard to the supplementary use and to the divisions under that head. Hadley-Allen says: "The supplementary participle is closely connected with the verb and supplies an essential element of the predicate." Goodwin says: "The supplementary participle completes the idea expressed by the verb by stating that to which the action relates." Let us see whether these statements properly present the facts.

(a) "The supplementary participle is used with the verbs which denote a state of the feelings, as *to repent, rejoice*," etc. (Goodwin). Thus *Apology*, 33. c.: Χαίρουσιν ἐξεταζομένοις τοῖς οἰομένοις μὲν εἶναι σοφοῖς οὐδοὶ δ' οὐ. "*They delight in having those examined who think they are wise and are not.*" Can the participle *ἐξεταζομένοις* be properly described as "closely connected with the verb," or as "completing the idea expressed by the verb?" Grammatically it is predicated of *τοῖς οἰομένοις*, and united with that, it gives the cause of the rejoicing. A noun alone could have been used to express the cause, as in *Odys.* II, 35: Χαῖρε φῆμυ υἱός, *the son rejoiced in the prophetic voice*. No one thinks of calling a noun so used as supplementary; rather it is described as dative of cause. Why not, then, explain the participle as predicative of *τοῖς οἰομένοις*, and the two united as dative of cause? Nothing surely is gained by trying to attach the participle to the verb.

(b) "The participle with verbs signifying *to hear, learn*, etc., denotes the act which is perceived, heard of," etc. Example, *Ὡς ἐπύθοντο τῆς Πύλου κατελλημμένης*, *Thuc.* IV, 6. "*When they heard of the capture of Pylos.*" The participle here denotes that to which the action relates, and so would a noun alone without a participle. But does it "complete the idea expressed by the verb," or is it "closely connected with the verb" so that the term supplementary is applicable? Its apparent connection is with the substantive, rather than with the verb. It forms with the substantive the object of the verb, but that does not give it any peculiar relation to the verb itself. A truer explanation

would be that this class of verbs may take as objects substantives with accompanying participles, the action expressed by the participle constituting an essential element of the object. If such participles are supplementary it is because they supplement the substantive.

For reasons similar to those just given it seems inaccurate and confusing to designate as supplementary the use of participles with verbs signifying *to see*, etc., where the sense approaches that of the infinitive in indirect discourse, and also the use with verbs signifying *to find*, *to detect*, etc. In these and like cases it appears simpler to recognize the adjective nature of the participle and to explain the action expressed by the participle as part of the object.

With verbs signifying *to begin*, *to continue*, etc., the participle is used in a way that appears to justify the term supplementary. Such verbs do not denote action so much as they express certain relations of the subject to the action, which last appears in the participle. They might almost be called semi-copulas. In the same class are *τυγχάνω*, *φθάνω* and *λανθάνω*.

SYNTAX OF GREEK PARTICIPLES

(Suggested outline.)

1. Participle as an attributive :

- (a) Simply qualifying a noun with noun expressed.
- (b) Qualifying a noun not expressed and thus equivalent to a substantive ;
- (a) with the article, (β) without the article.

2. Participle as a secondary predicate :

(a) Predicating action or state where the predicated action is practically coördinate with that of the verb and the participle with accompaniments is used instead of a coördinate sentence. (Coördinate use.)

(b) Predicating subordinate action or state where the participle with accompaniments is equivalent to a dependent clause, a phrase, or an adverb, and denotes time, manner, cause, means, purpose, condition, concession, or that in which the action consists. (Subordinate use.)

(c) United with a substantive so that the two form a compound substantive in which the action of the participle is an essential element :

(a) With verbs denoting feeling, (β) with verbs denoting action of the senses or the mind, (γ) with the latter class in indirect discourse. (Complement use.)

(d) Supplementing the predication of the verb.

(e) Used with the verb *εἶμι*, (a) to form certain parts of the verb (supplementary use), (β) as predicate adjective.

(f) Genitive absolute.

(g) Accusative absolute.

Mr. J. H. Harris, instructor in Latin in the Orchard Lake Military Academy, then read a paper on "The Dates of Cicero's Letters for the year 59 B. C.

Following along lines suggested by Professor Abbott of the University of Chicago, Mr. Harris argued from internal evidence for a more exact determination of the dates of the letters of this year than is indicated either by Baiter and Kayser or Wesenberg.

After dwelling briefly on the political and historical importance of the year, he went on to show that daily letters must have passed between Cicero and Atticus while the former was at Antium and probably also when he was at Formiæ. In this period April 12 to May 2 or 3 are included Letters IV–XVII. The remaining Letters XVIII–XXV were fixed in June, July, and August.

The last paper of the session was by Mr. Edwin L. Miller of the Englewood (Ill.) High School and is of so much interest to teachers of Virgil that it is given herewith almost, if not quite, in full :

TEN NOTES ON VIRGIL

At classical conferences there is a perpetually recurring wail to the effect that the preparation of students sent to college is insufficient both in quantity and in quality; and a perpetually recurring effort to discover the reason and remedy the fault. Sometimes we are gravely informed that the evil will be removed if we insist that some vowels shall take twice as much time in pronunciation as others. Sometimes it is asserted that if we devote three times as much effort as now to the process of manufacturing diluted imitations of Ciceronian prose, our troubles will vanish. At others, we are told, with great vigor and a strong German accent, that there will never be any real Latin scholarship in America until there shall be a preparatory course of six years.

These remedies, I believe, are all based on an insufficient conception of the situation. They will never cure the disease. Students are dull and listless because they are not interested. Interest them, and in the genial sunlight of their enthusiasm the iceberg of indifference will soon dwindle into nothingness. What is learned in the white heat of enthusiasm differs from what is learned in the laborious mills of gerund grinders precisely as the product of the rude axe of the pioneer differs from the finished lumber turned out of a modern sawmill. The knowledge that is acquired with pleasure is the only true knowledge.

The following notes are the result of some fragmentary attempts to put into practice the principle outlined above. They are taken from a collection of several hundred which has grown through five years and been preserved in an interleaved copy of Virgil, a device, by the way, which no teacher of a classical author can afford to be without. In writing them my purpose has been merely to give pleasure to the student. Some people may be unphilosophical enough to despise an object so trivial. To them I wish to put a

question: Is there any human institution or act which does not have for its object, now or hereafter, the production of human pleasure? The means may be ill calculated to secure that end, but the object is eternally the same. Nor can I discern any sufficient reason why an innocent means of producing immediate gratification should be less highly esteemed than the pursuit of a shadowy and indefinite good, which, like an *ignis fatuus*, is ever vanishing among the infinite vistas of futurity. For these reasons I trust that I may venture to present to an assemblage of serious-minded instructors some matters that, in the vulgar estimation, have perhaps little to do with real scholarship:

I

I, 11-12. "On voit partout combien le caractère national du poème est marqué: partout ainsi, à chaque pas et sur chaque point saillant de la composition, planera la prediction romaine. C'est le but de Virgile. . . ., Quelle plus douce flatterie aux Romains que ce mot *fuit*, que de commencer son receit en rapellant que cette altièrè rivale a été, qu'elle n'est plus."—*Sainte-Beuve*.

2

I, 34. IN MEDIAS RES.

Most epic poets plunge in *medias res*,
 (Horace makes this the heroic turnpike road),
 And then your hero tells, 'whene'er you please,
 What went before, by way of episode,
 While seated after dinner at his ease,
 Beside his mistress in some soft abode,
 Palace or garden, paradise or cavern,
 Which serves the happy couple for a tavern.

—BYRON, *Don Juan*, B. I, Stanza 6.

3

I, 249. Tautology is here used purposely. Infinite rest is suggested by the accumulation of words denoting repose. The device has been parodied:

Let the singing singers
 With vocal voices, most vociferous,
 In sweet vociferation, out-vociferize
 Even sound itself.

—HENRY CAREY (1663-1743) *Crononhotonthologos*, I, 1.

Johnson has a like construction:

Let observation, with extensive view,
 Survey mankind, from China to Peru.—*V. of H. W.*, I.

The same tendency is exemplified in the following :

To bellow through the vast and boundless deep.—MILTON, *P. L.*

Ω κακὸν κακῶν κάκιστον.—ST. CHRYSOSTOM.

This is the worst of all worst worsts.—BEN JONSON.

Than tir'd eyelids upon tir'd eyes.—TENNYSON, *Lotus Eaters*.

4

I, 378. SUM PIUS ÆNEAS. Humility in the use of the first person singular is a very recent development. The Romans were all great braggers. Cæsar's *Veni, vidi, vici*; Cicero's *Sum pater patriæ*; and the prophecies of Horace and Ovid as to the immortality of their poems will be remembered. "*Orna me*," said Cicero." "I spoke with divine power in the Senate yesterday." Epicurus wrote to a statesman: "If you desire glory, nothing can bestow it more than the letters I write to you." Dante said :

Thus has one Guido from the other snatch'd
The letter'd pride; and he perhaps is born
Who shall drive either from their nest ;

Shakespeare :

Not marble, nor the gilded monuments
Of princes, shall outlive this powerful rhyme.

Milton proclaimed his intention to leave something "so written to after times that the world should not willingly let it die," and spoke of having lost his eyes, in

"My noble task,
Whereof all Europe rings from side to side."

Chaucer called himself the most noble philosophical poet in English; Dryden said a nobler ode than Alexander's Feast never had been written and never would be; Buffon said there were only five great geniuses in modern times: Newton, Bacon, Leibnitz, Montesquieu, and Buffon; Kepler modestly asserted that his books could well wait a century for a reader, in view of the fact that God Almighty had waited 6000 years for an observer.—See MATTHEWS, *Literary Style*, p. 85.

5

I, 462. That liquid, melancholy cry,

From whose pathetic, soul—fed springs,
Seem'd surging the Virgilian sigh—

The sense of tears in mortal things.—MATTHEW ARNOLD.

Yet tears to human suffering are due,
 And mortal hopes, defeated and o'erthrown,
 Are mourned by man, and not by man alone,
 As fondly he believes.—WORDSWORTH'S *Laodamia*.

"Soon after its (*The Elegy's*) publication," says Mason, "I remember sitting with Mr. Gray in his college apartments. He expressed to me his surprise at the rapidity of its sale. I replied: 'Sunt lachrymae rerum, et mentem mortalia tangunt.' He paused awhile, and, taking a pen, wrote the line on a printed copy of it lying on the table. 'This,' said he, 'shall be its future motto.' 'Pity,' cried I, 'that Dr. Young's *Night Thoughts* have pre-occupied it!' 'So,' replied he, 'indeed it is.'"

6

II. 1. "Virgil's words CONTICVEREQM look strangely in a half finished scrawl from a wall of Pompeii's hushed and solitary homes."—FREDERICK MYERS. *Essays Classical—Virgil*.

7

II, 49. Dr. Johnson made a happy application of this line. Mrs. Boswell took a violent dislike when she first met him to his uncouth ways. This was not decreased by a habit he had of holding his candle upside down, when it failed to burn brightly, and letting the tallow drop on her carpet. She relented, however, at last, and as a peace-offering sent him a jar of marmalade. There upon he wrote to Mr. Boswell: "Tell Mrs. Boswell that I shall taste her marmalade cautiously at first."—*Timeo Danaos et dona ferentes*.

8

IV, 313. VARIUM ET MUTABILE.—See FIELDING, *Amelia*, Book X. chap. 1.

9

IV, 665. For a very amusing account of the effect produced by the preceding passage upon Jane Welsh Carlyle when a girl, see FROUDE'S *Carlyle*, Vol. I., chap. 8, p. 69.

10

V, 524. "Plato drew a good bow, but like Acestes' aim in Virgil, he aimed at the stars; and therefore, though there was no want of strength or skill, the shot was thrown away. His arrow was indeed followed by a track of dazzling radiance but it struck nothing.

Volans liquidis in nubibus arsit arundo,
 Signavitque viam flammis, tenuesque recessit
 Consumpta in ventos.

Bacon fixed his eye on a mark which was placed on the earth, and within bow shot, and hit it in the white."—MACAULAY. *Essay on Bacon.*

It is perhaps superfluous to remark that each of these notes is representative of a class. Scores of others of similar nature and equal interest can be gleaned from almost every department of literature.

Let me, in conclusion, at the risk of repetition, reiterate the statement that exercises of this sort are not to be considered agreeable relaxations but absolute necessities. They are not the green herbs that set off the rich flesh tints of the salmon as he lies smoking upon our table; they are the bait by which alone the fish can be caught. Until their true importance is realized the study of the classics is bound to remain what too many who essay it find it now, an "asinine feast of sour thistles and brambles." Only when such work shall have assumed its legitimate place in the estimation of instructors, will the study of Cicero and Cæsar, Virgil and Ovid, Xenophon and Homer, become what the greatest of Anglo-Saxon classicists saw that it ought to be and was not, a noble prominence, "laborious indeed at the first ascent, but else so cool, so green, so full of goodly prospect and melodious sound on every side, that the harp of Orpheus was not more charming."

J. H. HARRIS

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